



# INVOLVEMENT LEVEL FOR SOCIOLOGY TEXTBOOK FOR 6<sup>TH</sup> BASIC SCHOOLS STUDENTS IN KURDISTAN REGION-IRAQ

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## ABSTRACT

The present study was designed to investigate the relationship between students and textbooks, through the presentation of: educational content, Figures & diagrams, and educational activities. And also investigate the difference in the degree of students' involvement in the textbook according to educational units. To achieve this aim Romy's method utilized to calculate the variables of students' involvement coefficients, and Chi-square test to investigate the differences in involvement degree of the textbook according to educational units. The results showed revealed reduction of students' involvement in educational content in geography, history, Citizenship units, and did not located within the acceptable range adopted by Romy's, it is values were (0.06, 0.10, 0.13) consecutively, the results also showed revealed reduction involvement in figures & diagrams in geography unit it is value reached (0.12), and non- involvement for history and citizenship, and the students' involvement through educational activities the book showed an excellent student except in geography unit with coefficient (0.31). The results also revealed that there were no statistical significant differences in the level (0.05) in each educational content and activities, with statistically significant differences at the significance level (0.05) in the figures & diagrams. The researcher recommended the need for much attention to the students involvement in social studies textbook in educational content, figures & diagrams, and activities in geography unit, moreover, doing further typical analytical studies to be conducted on social studies textbooks in other classrooms in general, in the light of the level of the student involvement in school textbooks.

**KEY WORDS:** Content Analysis of textbook, Basic Schools, Involvement, Romy's method, sociology.

## INTRODUCTION:

The concept of school curricula in modern view has been clearly reflected in the new design of textbooks. Therefore, the information included in the texts ceased to be a goal at itself but an experience or an opportunity for interaction for the students through understanding, and investigation. In return the role of the teacher will be of guidance and giving instructions, helping the students to be actively in the learning process but not limited to preparing materials for the students so they can memorizations for their exams. (Salim et al, 2006).

The term "Involvement" It is the way in which the educational materials in the textbook help the student to understand and encourage knowledge discovery, and think about offered information, picture, graphics and educational activities, away from the narrative method which restricts student thought (Nawafila, 2012). In this process, the textbook takes a pivotal place and it is considered the backbone of education. The textbook can also be seen as a mirror of society that reflects its reality, philosophy, needs, and aspirations. Additionally, it is the method in which the countries fulfil its political, social, cultural, educational, and economical goals (Mariziq & Faqih 2008).

Abo Diya, (2011) points out that, "It is necessary to make field research constantly about school textbooks in high education and emphasizing on this vital side of our scientific and practical life." (Abo Diya, 2011).

Therefore, when a textbook has been chosen, the stakeholders should make sure that the content of that textbook satisfy the interests and the needs of students, and these interests are developed through participation in activities and experiences included in the textbook. At the same time taking into consideration that ignoring these factors is a great loss to the process of education, because these are the engines and motivators that push the students to interact with the process of education. This process has become of no value and a process without a clear vision in the mind of educators. (Salim et al, 2006).

National Council for the Social Studies in United States points out that one of the main goals of social studies is developing concepts, enhancing citizenship of pupils, help them gain social attributes in a practical manner which will help them partake responsibilities in their society whether at school, family or even the world (Khadir, 2006). These goals are of a high level of importance. They can be achieved through preparing a practical content, via activities which leads to gaining knowledge, various practical skills, which includes research and fact-finding, exchanging opinions, maps, and the skills of demonstrating shapes and graphics. (Ministry of Education Ontario, 2004).

In light of this and because of the importance which is characterized by social studies, the researcher believes that it is necessary for the authors of social studies textbooks to take into consideration the active participation of students through the presentation of educational content such as shapes and graphics, and educational activities. This will help the students to understand their relations with other people especially family, better adjust in his community, and get involved in various society institutions. Consequently, they will be active citizens in their community, country, and in serve the whole humanity.

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The content analysis is considered one of the research methods that utilize an organized approach which is aimed at segmenting the textbook into its components and elements of their constituents. The purpose is to classify the content systematically, and identify all the positive and negative aspects (Tamar, 2007), Throw decoding the content, words, sentences, graphics figures objectively (stemler, 2001).

Through the learner's practice of different types of behaviour within the curriculum, he gains multiple goals so that the individual can learn in a way that he finds opportunities to practice various mental functions and activities such as analysis, extrapolation, induction and expression of feelings and attitudes. These are the appropriate opportunities for solving problems in teaching and learning (Qilada, 2006).

Almost it brings together educators that through observation organization and practical experience in this area that the textbooks in public schools are still far from the educational qualities that help students to facilitate the learning process, and provide educational material according to the theory makes textbook viable readability and understanding, and contribute to the strengthening of motivation students in learning, which requires it to the necessity of doing assessment to ensure that they may draw in the light of the basic conditions under which the educational institution required by the terms of: (suitable educational content, and educational activities, calendar, photos and graphics, and other conditions (Al Khawaldeh, 2007).

Fletcher (2003) argues that nowadays teachers in schools treat their students as passive learners and there is only teacher-student interaction. These teachers should take into consideration involving their students into textbooks while planning the curriculum. This involvement makes the students active learners as they need to be directly involved in the decision making. Moreover, their needs, attitudes, and ideas should be taken into consideration when designing the textbook via interacting with them, encouraging them to investigate and research through both activities and content involvement (Fletcher, 2003).

## OBJECTIVE OF THE STUDY:

This study aims to reveal:

1. The extent of students' involvement in the sociology textbook for 6th grade through the presentation of each of: educational content, graphics, pictures, and educational activities.
2. The difference in the involvement degree in sociology textbook book for students by geographic unit, history, citizenship, if any.

## METHODOLOGY:

### Methods and procedures of the study:

The researcher used a descriptive approach and analytical survey in this study, as it is the most relevant and appropriate to the subject of the study and its objectives

which describes the phenomenon as it is in the field through the monitoring and analysis. Romy's method is adopted to analyse and determine the degree of involvement in the book of social studies of 6th grade in the Kurdistan region through the presentation of educational content the way, graphics and pictures, and educational activities.

#### Population:

The research population is represented in the book of sociology of 6th grade. 5th edition, (2015) in Kurdistan region -Iraq for the academic year (2016-2017). The book consists of three educational units: geographical unit, history unit, and citizenship unit as the following table demonstrates.

**Table 1: Population of the study**

Unit	Pages	Number of pages
Geography	4-64	61
History	65-130	66
Citizenship	131-175	45
Total	4-174	172

#### Sample:

1. The research analysis is limited on the areas of: educational content display, graphics & pictures, and educational activities.
2. The study sample related to the involvement of content display is limited on (20%) of the books pages. These pages were chosen in an organized random way with one page from each (5) consecutive pages from each three units of the book. The activity pages were excluded as the involvement of the book will be calculated via educational activities. Moreover, the questions at the end of chapters, and other cases irrelevant to the area of analysis already
3. The study sample used for estimating involvement for graphics and pictures included all the graphics and shapes in the book, except those in the activities and assessment questions as they are used for illustrations purposes.
4. While the study sample used for estimating involvement in educational activities included all the educational activities in the book.

#### The research tool:

The research tool consisted of the three models. They are compatible with the elements that form Romy's equations in measuring involvement in the books. The first model consists of all the elements needed to measure the involvement coefficient in the presentation of the educational content. The second includes all the necessary elements to measure all the involvement facts in graphics and pictures, and the third one consist of all the educational activities that engage the student learning.

Concerning the values and standards of measuring involvement coefficient as presented by Romy and mentioned in Azar's (1982) study are the following:

1. **(Zero):** Means the absence of involvement.
2. **(1):** Equals the numbers of statements which do not require the involvement

of the students, and statements that do.

3. **If the value involvement factor is more than (1):** This means there is an increase in the material which requires investigation by the students comparing to the material that do not.
4. **If the value involvement factor is less than (0.4):** The book is authoritarian and includes little intellectual challenges
5. **If more than (1.5):** This means that the book contains only question and the students are not given enough information to deal with efficiently.
6. **The range (0.4-1.5):** The book involves the students.

#### Validity and Reliability of content analysis:

The pages were selected randomly for analysis of the educational content, graphics, pictures, and educational activities. The researcher with the help of a colleague analysed the data. Then, six pages were randomly taken from each units of the book and analysed separately after agreeing on the same encoding of the educational content, graphics, pictures, and educational activities. Next, the compatibility ratio between the analysts was measured for each elements of the analysis. The compatibility ratio between the analysts reached (0.81) with regard to the educational content, graphics and pictures scored (0.92), and activities scored (0.98). This is a good compatibility ration which is dependable and thus credibility is achieved.

To reach analysis consistency coefficient, kappa coefficients were calculated to find consensus ratios among analysts of 6th grade textbook for the educational content display. This was used as indicator to analysis consistency and stability among analysts, reaching (0.74) which is a fairly acceptable and robust, as it can be considered strong value if it's between (0.61- 0.80) according to standard marks in the hierarchy of the approved estimate for the kappa coefficient.

#### Statistical Techniques:

The researcher used Romy's equations to calculate students' involvement coefficients of students, additionally, chi-square ( $X^2$ ) test used to figure out the differences in the degrees of involvement between sociology book units (geography, history, and citizenship).

#### RESULTS AND DISCUSSION:

Results related to achieving the first objective: discovering the degree of students' involvement in the social studies book of 6th grade in Kurdistan Region, through the presentation of educational content, graphics and pictures, and educational activities.

To achieve this goal, the researcher extracted involvement coefficient of students in the three areas separately, as the following:

- **Student's involvement in the educational content:** the book is analysed and the occurrences of the sentences included Romy's equation were identified. The involvement variables of the educational content were calculated to view it for each unit of the three units of the book according to Romy's equations that has have been previously described, and the results were as follows (table 2).

**Table 2: Shows the occurrences of the sentences via educational content display in the sample pages of the social studies book according to unit, and involvement of each unit for the student.**

Category	Sentences	Geography unit	History unit	Citizenship unit
A	Statements and facts	30	45	22
B	Conclusions and generalization	13	16	-
C	Definitions	8	1	2
D	Questions raised and answered directly by the book	-	-	-
E	Questions which requires from the students to analyse the information	2	1	3
F	Declarative sentences which require from the students to make their own conclusion	-	-	-
G	Instructions which require from the students to do and analyse and activity or propose a problem for the students to look for a solution	1	1	-
H	Questions that raise students' attention	-	4	-
I	Sentences directing the students to look at a graphic, illustrative picture, and procedural instructions of an activity	1	-	-
J	Rhetorical questions, these are asked to influence the state of mind not to get an answer.	2	-	-
Involvement coefficient of each unit		0.06	0.10	0.13
Involvement coefficient of the book		0.29		

As demonstrated in table2, the involvement coefficient of the educational content<sup>1</sup> display was not within the acceptable range identified by Romy which is (1.4-1.5) reaching (0.29). This means that the involvement coefficient is weak as it reached (0.06) for the Geography unit, (0.10) for the History unit, while citizenship scored (0.13).

Thus, it can be concluded from these results that the book of social studies does not involve the students in their learning, and does not address the students and thinking stimulation is weak. As a result, the book does not invite him to discover and investigate knowledge.

**Students' involvement in graphics and pictures:** to achieve that the involvement coefficient of graphics and pictures<sup>2</sup> in the book of 6<sup>th</sup> grade was calculated in accordance with Romy's equation, as the results illustrated in table3.

**Table 3: Involvement coefficient of graphics and pictures**

Category	The quality of graphics and pictures	Geography unit	History unit	Citizenship unit
A	Graphics, or pictures used directly for illustrative purposes	34	34	22
B	Graphics, or pictures require from the students to do some activities or information or answer a questions	4	0	0
Involvement coefficient for each unit		0.12	0	0
Involvement coefficient of the book		0.12		

Table (3) shows that the coefficient involvement of students in graphics and pictures in sociology textbook of 6th grade is weak reaching (0.12). Whereas, the coefficient involvement of the Geography unit was (0.12), and it was (0) for citizenship which means the absence of involvement.

We can conclude from these findings that social studies book does not involve the students in their learning, and does not address the students and thinking stimulation is weak. As a result, the book does not invite them to discover and investigate knowledge.

**Student's involvement in the educational activities:** to achieve that the involvement coefficient of the educational activities in the book of 6<sup>th</sup> grade was calculated in accordance with Romy's equation, as illustrated in table 4.

**Table 4: shows the involvement coefficient of the educational activities for the students**

Category	Activities	Geography unit	History unit	Citizenship unit
A	The number of activities that the students should do.	19	35	29
B	The number of pages analysed in search of activities	61	66	45
Involvement coefficient of each unit		0.31	0.53	0.64
Involvement coefficient of the book		1.48		

Table (4) shows that the involvement coefficient of students in the educational activities<sup>3</sup> found in the book was quite high. Therefore, the book the level of involvement of students is excellent for the educational activities as it scored (1.48). Concerning the units, citizenship unit came first reaching (0.64), meanwhile the history unit was second with (0.53), but the geography was (0.31) which less than the range identified by Romy (1.4-1.5) thus it came last.

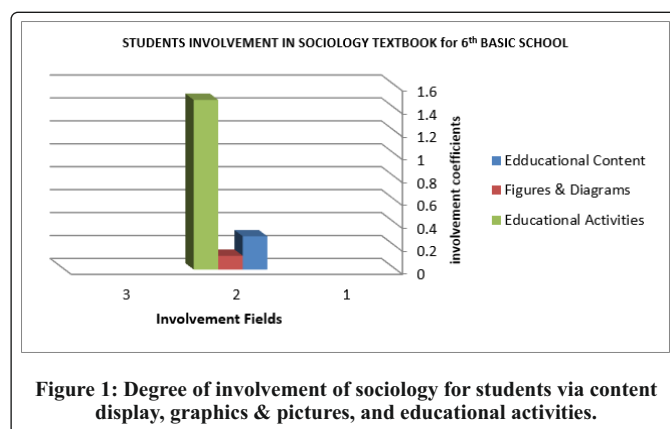
**Table 6: demonstrates the degree of involvement of the educational content, graphics and pictures, educational activities in social studies book's units, and the calculated and tabular value of chi-square (X<sup>2</sup>)**

Involvement coefficient	Social studies book units			Σ	Chi-square value		Significance level 0.05
	Geography	History	Citizenship		Calculated	tabular	
Educational content	6	10	13	29	2.55	5.99	not significant
Graphics and Pictures	12	0	0	12	24	5.99	significant
Educational activities	31	53	64	148	5.71	5.99	not significant

There are no differences between the units of the social studies book with regard to students' involvement in educational content display, and educational activities. This issue can be attributed to the authors of the book who probably share a similar educational philosophy in designing curriculum content and its activities. On the other hand, there are differences in the degree of involvement of graphics

The Researcher attributes these results relating to the first objective which is the design of the book follows the concept of the traditional approach. Thus, the teacher is the centre and the students take passive roles in the classroom. This means that the committee or the authors who designed the curriculum clearly lack specialists in the field of education, and psychology in general, and the area of educational curriculum design and methods of teaching in particular.

The following figure illustrates the results related to the first objective:



**Figure 1: Degree of involvement of sociology for students via content display, graphics & pictures, and educational activities.**

The results relating the second objective: figuring out the degree of involvement of students in the social studies book according the Geography, History, and Citizenship units. To achieve this objective, the researcher calculated all the variables about the three units separately on one table as the following table (5) shows.

**Table 5: Involvement coefficient in content display, graphics and pictures, educational activities according to units.**

Unit	Involvement variables			Overall involvement Coefficients
	Educational content display	Graphics and pictures	Educational activities	
Geography unit	0.06	0.12	0.31	0.49
History unit	0.10	0	0.53	0.63
Citizenship unit	0.13	0	1.64	0.77
Overall	0.29	0.12	1.48	1.89

As the table demonstrates, the involvement coefficient in content display, graphics and pictures, educational activities for Geography, History, and citizenship units are different mathematically.

For the purpose of figuring the significant difference among the three units of the book and to what extent they involve the students in each: the content display, graphics and pictures, and education activities on significance level (0.05). The researcher used chi-Square (X<sup>2</sup>), the results demonstrated that chi-square counted for content presentation and educational activities reached (2.55), (5.71) respectively, and it is less than the tabular value (5.99) on the significance level (0.05), and the degree of freedom (2). This means that there are no involvement difference in all book units for the students in the educational content and educational content. Moreover, the results showed that the level of difference in involvement vary depending on the unit, as the value of chi-square reached (24) which is the highest tabular value that is (5.99). The involvement coefficient of graphics and pictures are higher than the limit identified by Romy which is (1.5), and according to his interpretation if it is higher, this means there are just too many graphics and pictures in the book. As a result, they don't provide suffice material for the student to communicate with, as table (6) shows.

and pictures with different units. This is due to the fact that the nature of each educational unit needs a special kind of graphics and pictures as each is concerned with studying a certain educational or psychological activity of human beings. Some of these activities need students' involvement for a better understanding of the content or illustrate an idea, while others need less involvement.

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**Notes:**

1. Involvement coefficient in the presentation of the educational content =  $\frac{\sum \text{of repetition elements which involve student in learning and instruction (A.B.C.D)}}{\sum \text{of repetition elements which not involve student in learning and instruction (E.F.G.H)}}$ . The other elements (I) and (J) mentioned by Romy that could in the content but does not influence the benefit of the book when teaching it.
2. Involvement coefficient of graphics and pictures =  $\frac{\sum \text{of repetition element (B)}}{\sum \text{of repetition element (A)}}$ .
3. Involvement coefficient of educational activities =  $\frac{\text{number of activities that the students should do. (A)}}{\text{the number of pages analysed in search of activities (B)}}$ .